

# 2013 Mathematics Framework Evaluation

(Data from May 24, 2013)

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## Demographics of Survey Participants

Title / Position	Occurrence(s)	Percentage of Respondents
Transitional Kindergarten (TK)-12 Teacher	24	61.54%
County Office of Education Administrator	3	7.69%
Curriculum Specialist	4	10.26%
Professional Organization Representative/Staff	3	7.69%
Community Member	3	7.69%
Parent/Guardian of TK-12 Student	7	17.95%
Other	7	17.95%

California Teaching Credentials	Occurrence(s)	Percentage of Respondents
Multiple Subject Teaching Credential	19	48.72%
Supplementary Authorization in Mathematics	2	5.13%
Supplementary Authorization in Introductory Mathematics	1	2.56%
Single Subject Teaching Credential in Mathematics	14	35.90%
Single Subject Teaching Credential in Foundational-Level Mathematics	3	7.69%
Other	2	5.13%

TK-12 Grade Level Experience	Occurrence(s)	Percentage of Respondents
TK	0	0.00%
K	3	7.69%
1	3	7.69%
2	7	17.95%
3	11	28.21%
4	9	23.08%
5	12	30.77%
6	16	41.03%
7	22	56.41%
8	20	51.28%
9	19	48.72%
10	19	48.72%
11	17	43.59%
12	16	41.03%

National Board for Professional Teaching Standards Certificate	Occurrence(s)	Percentage of Respondents
Early Adolescence	2	5.13%
Adolescence and Young Adulthood	4	10.26%

Highest Degree Earned in Mathematics	Occurrence(s)	Percentage of Respondents
Not Applicable	14	35.90%
Bachelor's degree	8	20.51%
Master's degree	15	38.46%

Mathematics Framework Survey Results  
(Data downloaded on May 24, 2013)

Attachment I  
Item 2  
June 26, 2013  
Mathematics Subject Matter Committee

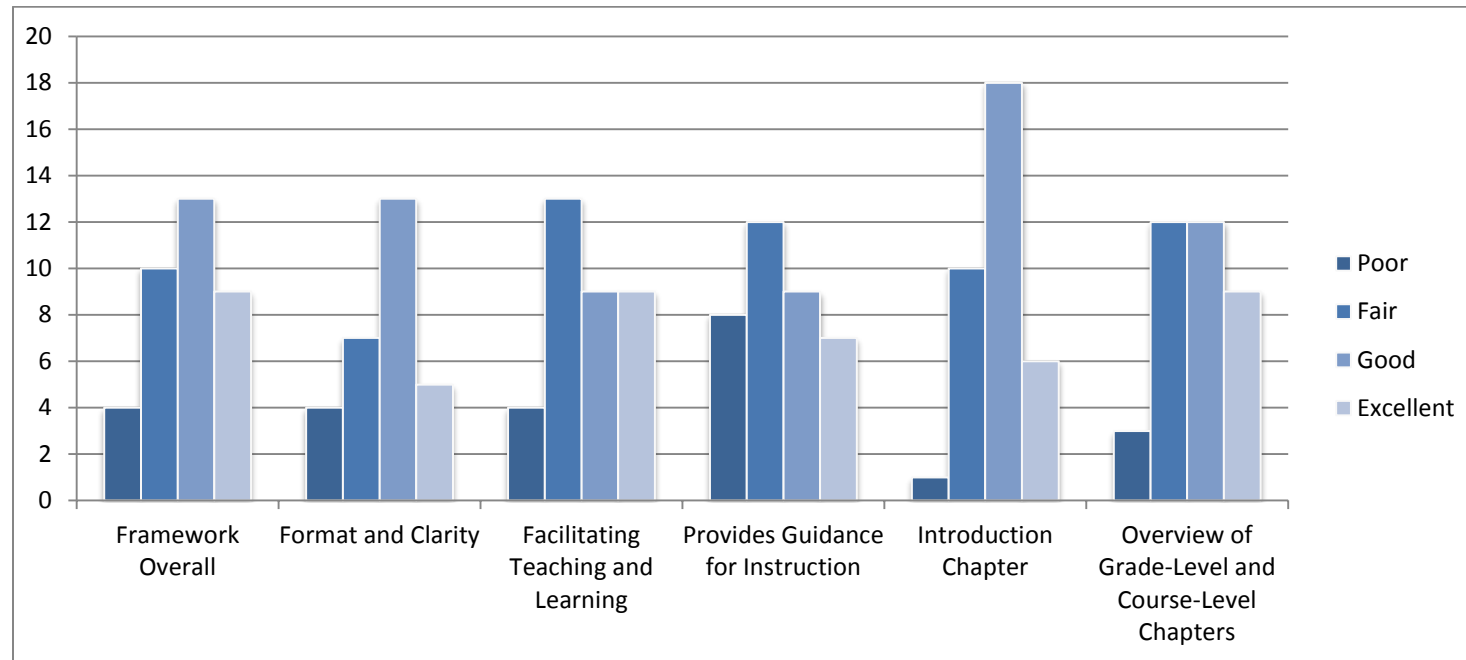
ID	Title / Position	Mathematics Subject Area Experience
38	TK-12 Teacher	15 years of Algebra and Geometry.
6	TK-12 Teacher	6th Grade Math, 7th Grade Math, 8th Grade Math, Algebra I
13	TK-12 Teacher	6th Grade Math, 7th Grade Math, 8th Grade Math, Algebra I
28	TK-12 Teacher	6th Grade Math, Pre- Algebra, Algebra Readiness, and Algebra 1.
4	Curriculum Specialist	7th Grade Math, Algebra 1, Geometry, Algebra 2 for Teaching. I have a Math Degree for my undergrad.
11	Curriculum Specialist	7th Grade Math, Algebra 1, Geometry, Algebra 2 for Teaching. I have a Math Degree for my undergrad.
30	TK-12 Teacher	After 13 years teaching various levels in elementary school, I began to teach Algebra 1 and Geometry at the High School Level, mostly to grades 9 and 10. I have taught in the High School setting for 4 years.
16	TK-12 Teacher	Algebra 1, Geometry, Algebra 2, Finance, Business Math, CAHSEE Math, Algebra/Math Tutorial Lab
17	Categorical Programs Advisor	Currently, I am part of the CCSS Fellows through LAUSD. I have had multiple trainings in mathematics curriculum.
31	TK-12 Teacher	Far Below Basic to Advanced Students taught in Math 7, Math 8 and Algebra
24	Curriculum Specialist	Five years teaching grades 6 through 8 (including Algebra) and curriculum specialist.
21	TK-12 Teacher	I have been teaching mathematics for 16 years; ranging from Algebra I to Calculus AB--all years at high performing high schools. Currently, I'm teaching Pre-AP Algebra 2 and Calculus AB. I also have my administrative credential.
36	County Office of Education Administrator	I have no teaching experience in mathematics. However, as an administrator, I oversee math instruction.
23	Professional Organization Representative/Staff	I have taught Algebra 1 for a total of 7 years. I have taught kids that understand it the first time, and kids that are special ed that need multiple times and multiple representations to understand it. I have taught 9th grade students, through 12th grade students that have failed Algebra multiple times.
35	TK-12 Teacher	I have taught all subjects from pre-algebra to pre-calculus. Most of my experience is in teaching algebra 1 and 2, and pre-calculus.

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ID	Title / Position	Mathematics Subject Area Experience
18	TK-12 Teacher	I have taught every mathematics course offered from 6th grade through AP Calc BC and IB Math HL. I have been a teacher of Mathematics for 33 years.
3	TK-12 Teacher	I have taught math in the elementary classroom for 18 years. I have taught using traditional textbooks like Harcourt Brace, hand-on manipulatives like MathLand, and now Envision Math. I think we need more time to develop conceptual understanding and mastery of math facts.
10	TK-12 Teacher	I have taught math in the elementary classroom for 18 years. I have taught using traditional textbooks like Harcourt Brace, hand-on manipulatives like MathLand, and now Envision Math. I think we need more time to develop conceptual understanding and mastery of math facts.
25	TK-12 Teacher	I was a business executive for over 20 years and then returned to school for a year to earn my teaching credential. This is my 8th professional year teaching mathematics at a public high school.
15	TK-12 Teacher	Integrated Math and Geometry
37	School Principal /Administrator/ Vice Principal	Pre-Algebra
27	TK-12 Teacher	Pre-Algebra, Algebra 1, Algebra 11, Geometry, CAHSEE
20	TK-12 Teacher	Pre-Algebra, Algebra 1, Geometry, Algebra 2, Trigonometry
39	County Office of Education Administrator	Taught mathematics grades 3-12, including the following courses: algebra 1, Geometry, algebra 2, and have designed on-line courses for algebra through pre-calculus. Was a math specialist for a charter school, also was a secondary math specialist, and math common core lead for a private company specializing in professional development supporting school reform.
33	TK-12 Teacher	Taught one year of pre-algebra but mostly 7th grade standards and below.

## Overall Evaluation of the Mathematics Framework



Topic	Poor	Fair	Good	Excellent	Average
Framework Overall	4	10	13	9	2.75
Format and Clarity	4	7	13	5	2.66
Facilitating Teaching and Learning	4	13	9	9	2.66
Provides Guidance for Instruction	8	12	9	7	2.42
Introduction Chapter	1	10	18	6	2.83
Overview of Grade-Level and Course-Level Chapters	3	12	12	9	2.75

## Framework Overall Evaluation

ID	Title / Position	Framework Overall Evaluation
24	Curriculum Specialist	I don't see a whole lot of support for special needs students.
30	TK-12 Teacher	I have a fear of students beginning a class unprepared and lacking the mentioned "previous" skills required for the class.
21	TK-12 Teacher	I wish there were additional materials for putting the common core in practice.
3	TK-12 Teacher	It doesnt seem much different from the other frameworks. It still is not developmentally appropriate. 4th graders cannont conceptualized the millions places, nor would they work with such large numbers in real life. I think the millions place should be for the higher grades, so that they can master number sense, rather than be rushed trying to cram too much in. I am very disappointed.
10	TK-12 Teacher	It doesnt seem much different from the other frameworks. It still is not developmentally appropriate. 4th graders cannont conceptualized the millions places, nor would they work with such large numbers in real life. I think the millions place should be for the higher grades, so that they can master number sense, rather than be rushed trying to cram too much in. I am very disappointed.
15	TK-12 Teacher	It looks like we have more standards than before. Are we going to have enough time to teach all this standards?Are we going to get training? Are we going to have resources to help us cover the core standards?
29	County Office of Education Administrator	Q: would the final draft have active links to videos, examples? Could also be read by a parent to understand the Math their child would be learning
39	County Office of Education Administrator	So happy the progression documents are woven into the CA framework!
31	TK-12 Teacher	Such obtuse wording of the new standards,Algebra and above. Specific examples of content would be VERY useful.Time is an issue. More actual content in algebra, but not more time. Where is the time for inquiry lessons. We want to do them.
25	TK-12 Teacher	The common core was suppose to reduce the the number of "standard" and allow us to teach deeper into the subject matter. It has been the opposite. It also forces ALL student to prepare for college and ignores those who do not want to go to college or lack the skills to attend a university.
35	TK-12 Teacher	The framework does not provide guidance for the transition to common core.

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ID	Title / Position	Framework Overall Evaluation
16	TK-12 Teacher	The framework is verbose. Format is fine, but clarity is non-existent. Why not write a document that will be accessible to parents and the community? If the goal is to make them see math is relevant, this document does not do that. Put it in friendly language and make it accessible.
23	Professional Organization Representative/Staff	What happened to NCLB? This framework is back to the "SINK or SWIM" philosophy in the 1950's.
2	TK-12 Teacher	With a background and understanding of a problem-based or depth of learning program they are great. For many teachers I think they just are more work and will not be implemented with the intent they were designed. The focus needs to be on professional development.
9	TK-12 Teacher	With a background and understanding of a problem-based or depth of learning program they are great. For many teachers I think they just are more work and will not be implemented with the intent they were designed. The focus needs to be on professional development.

### Evaluation of the Introduction

Topic	Poor	Fair	Good	Excellent	Average
Introduction Chapter	1	10	18	6	2.83

ID	Title / Position	Introduction Evaluation
39	County Office of Education Administrator	I also think the Guiding Principles are helpful in providing direction as to what kind of mathematics programs schools should strive to obtain. Comments regarding particular statements in that section follow: p. 5, last sentence doesn't make sense; "The Mathematical Practice Standards are interwoven throughout the Guiding Principles." perhaps the following sentence relays the intended message better: "Mathematics programs honoring these guiding principles will foster behaviors called out for in the Mathematical Practice Standards." Guiding Principle 2, line 138, Why is the parenthesis on MP7 provided here? What precedes the parenthesis does not provide an example of how students look for and make use of structure. Guiding Principle 2, lines 166-175, This is a very important section that cites very important research. However, it leaves the reader wondering "What about the pedagogy?" We know that a combination of research-based content knowledge AS WELL AS research based instructional practices will make a

ID	Title / Position	Introduction Evaluation
		difference in student learning of mathematics. Guiding Principle 3-Awesome clarification and explanation on the role of technology in mathematics education! Guiding Principle 4, line 217, the word “talent” is misleading and suggests that some students have it and others don’t. Language that reinforces the idea that ALL students can have mathematical talent and abilities should be used throughout the framework. For example; perhaps the phrase could be changed to “those with accelerated achievement in mathematics”
22	Parent/Guardian of TK-12 Student	Nicely said. Still a bunch of double speak and garbage standards.

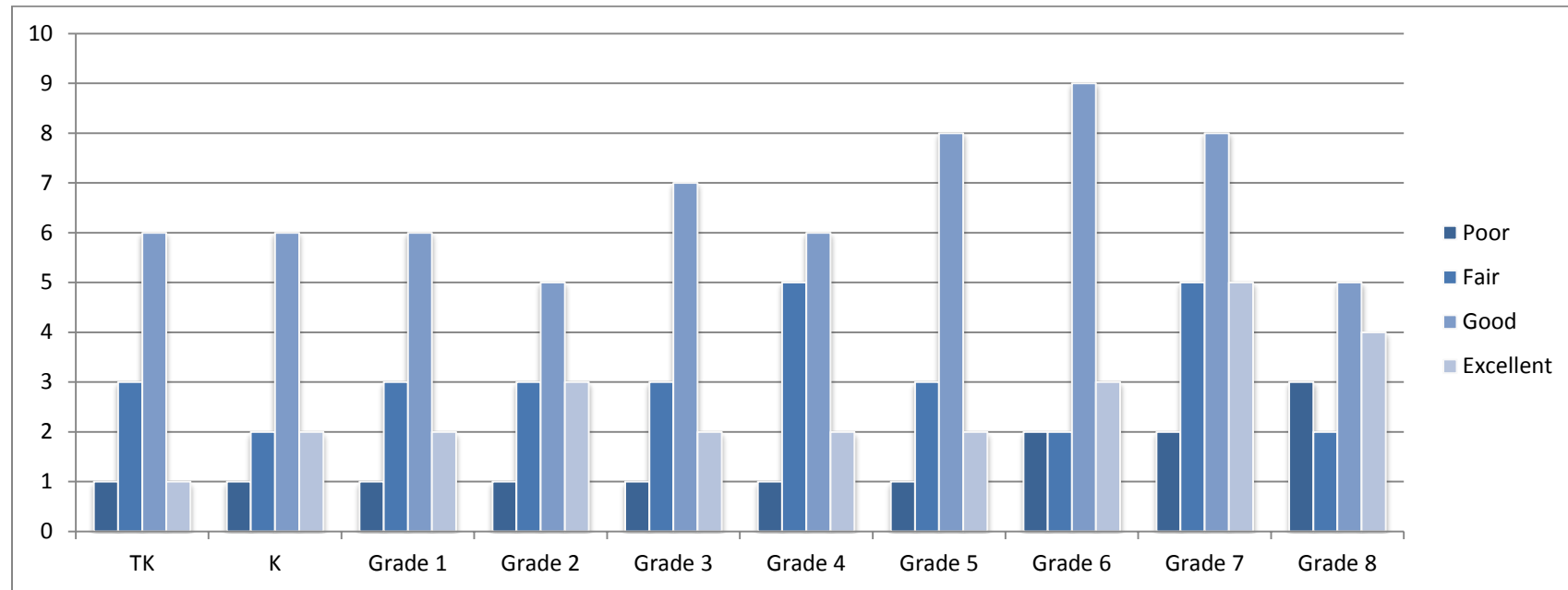
### Evaluation of Overview of Grade-Level and Course-Level Chapters

Topic	Poor	Fair	Good	Excellent	Average
Overview of Grade-Level and Course-Level Chapters	3	12	12	9	2.75

ID	Title / Position	Evaluation of Overview of Grade-Level and Course-Level Chapters
3	TK-12 Teacher	Again, I am disappointed that number sense is no more age appropriate. \$th grades do not understand rounding the nearest million. Save that for middle/high school. Most of them will never round such large numbers in real life. Therefore, much time is wasted trying to teach such inappapropriate content. I doubt that even Donald Trump rounds to the nearest 10 with the numbers in the millions. He would more likely round to the nearest million.
10	TK-12 Teacher	Again, I am disappointed that number sense is no more age appropriate. \$th grades do not understand rounding the nearest million. Save that for middle/high school. Most of them will never round such large numbers in real life. Therefore, much time is wasted trying to teach such inappapropriate content. I doubt that even Donald Trump rounds to the nearest 10 with the numbers in the millions. He would more likely round to the nearest million.

ID	Title / Position	Evaluation of Overview of Grade-Level and Course-Level Chapters
39	County Office of Education Administrator	<p>p. 1, lines 6-24-Seems like a repeat of information provided in the Introduction section...is this unnecessary or necessary redundancy? p. 3, lines 76-77, "Rigor" deserves a more elaborate explanation. Especially to explain the idea of "equal intensity" and how it does NOT mean "equal time." The table with the Summary of the Mathematical Practice Standards and the Questions to Develop Mathematical Thinking is an awesome resource! Very pleased that McCallum's "Structuring the Mathematical Practices Standards" table is provided. Also happy that the "Major Flows into Algebra" table on p. 21 made it into the document! Just wondering why there isn't an explanation of how the domains strategically feed into each other to support the even staircase and flow of learning progressions feeding into Algebra, which was the original point of that table when it first came out. The discussion around this table supported the answer as to why we are not teaching the old CA version of Algebra 1 in 8th grade, which is a common question that comes up everywhere.</p>

## Evaluation of Grade Level Chapters (Transitional-Kindergarten through Grade 8)



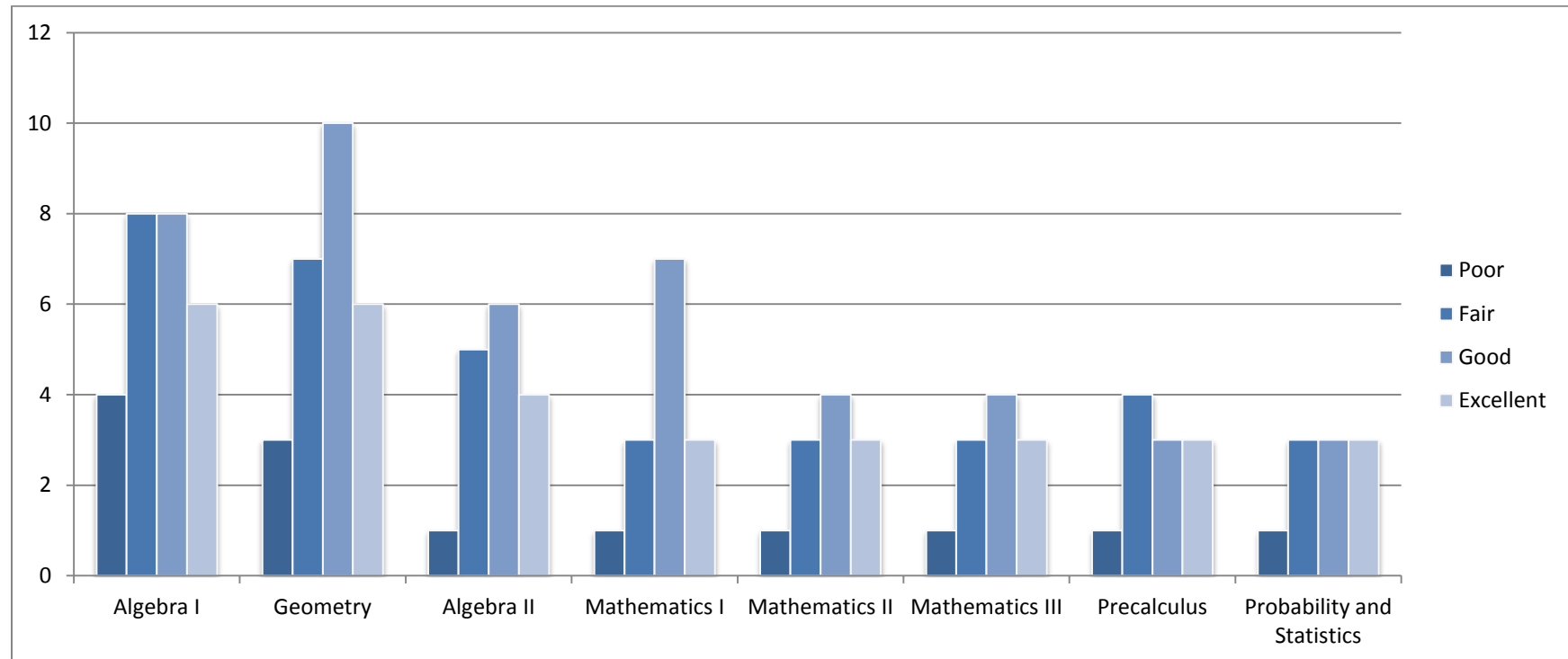
Rating of Individual Grade Level Chapters	Poor	Fair	Good	Excellent	Average
Transitional Kindergarten (TK)	1	3	6	1	2.64
Kindergarten (K)	1	2	6	2	2.82
Grade 1	1	3	6	2	2.75
Grade 2	1	3	5	3	2.83
Grade 3	1	3	7	2	2.77
Grade 4	1	5	6	2	2.64
Grade 5	1	3	8	2	2.79
Grade 6	2	2	9	3	2.81
Grade 7	2	5	8	5	2.80
Grade 8	3	2	5	4	2.71

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ID	Title / Position	Rating of Grade Level Chapters
28	TK-12 Teacher	6RP Should include a statement that students use ratio and rate to solve real-like mathematics problems.
30	TK-12 Teacher	I did not read these, as they willnot apply to my current teaching situation.
29	County Office of Education Administrator	In grade 1 the table of major cluster themes was missing. Common misconceptions were helpful. Research based strategies across grade levels were helpful. Lots of examples! In grades 4 and 5 there were few performance assessment examples. Essential learning for next grade was very helpful. Many of the examples showed multiple ways to answer. It was helpful to see the section on what you should have learned before the specific grade.
23	Professional Organization Representative/Staff	Kids are eager to learn during this age. These kids will rise to the challenge.
24	Curriculum Specialist	Regardless of prior learning, there are several components that are not appropriate for 7th grade understanding.

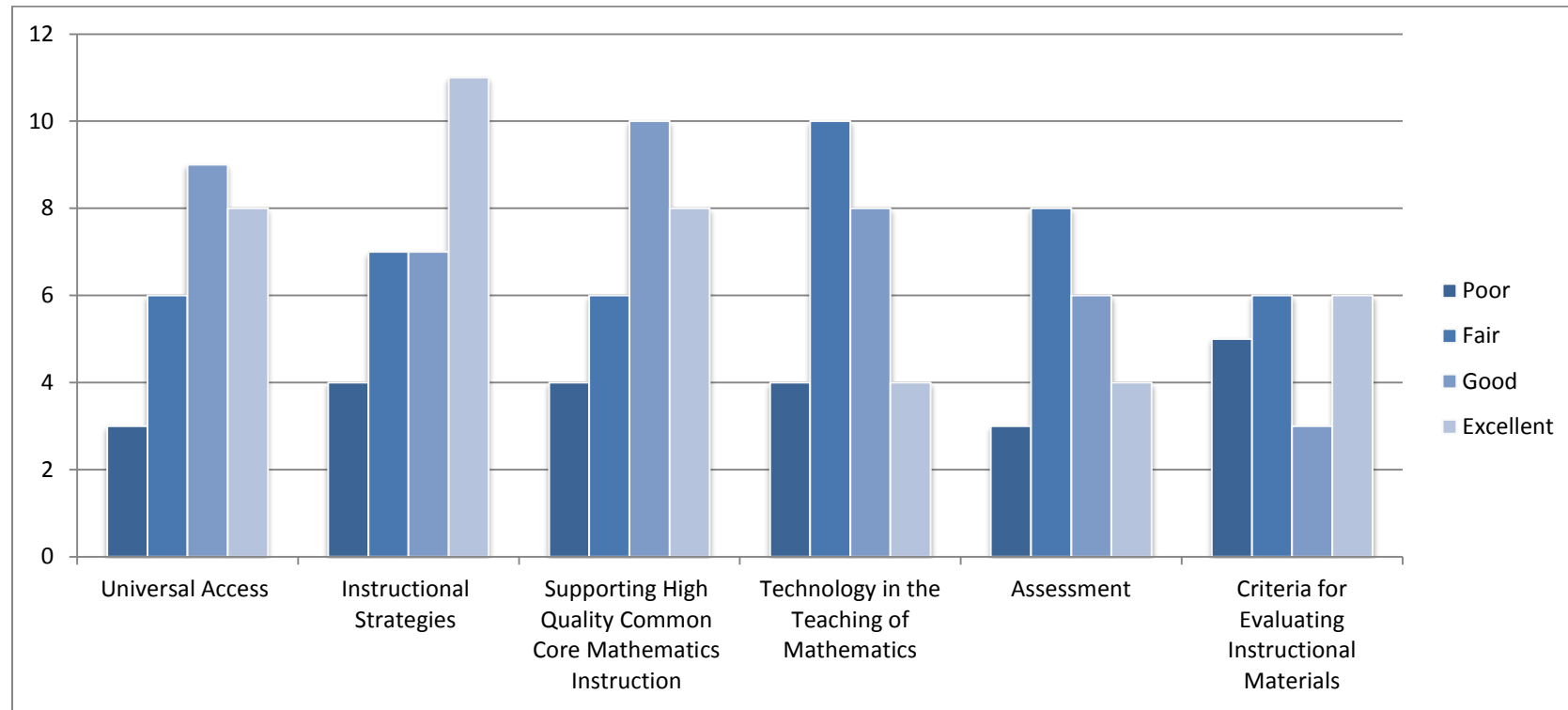
## Evaluation of Course-Level Chapters



Rating of Individual Course Levels	Poor	Fair	Good	Excellent	Average
Algebra I	4	8	8	6	2.62
Geometry	3	7	10	6	2.73
Algebra II	1	5	6	4	2.81
Mathematics I	1	3	7	3	2.86
Mathematics II	1	3	4	3	2.82
Mathematics III	1	3	4	3	2.82
Precalculus	1	4	3	3	2.73
Probability and Statistics	1	3	3	3	2.80

ID	Title / Position	Evaluation of Course-Level Chapters
31	TK-12 Teacher	Again...specif examples on actual content because wording is obtuse for algebra
29	County Office of Education Administrator	Algera 1 and Math 1 are very similar.
30	TK-12 Teacher	I read these 3 because they are the most likely to effect me personally.
2	TK-12 Teacher	More direction on subject based vs. skill based curriculum implementation should be presented.
9	TK-12 Teacher	More direction on subject based vs. skill based curriculum implementation should be presented.
4	Curriculum Specialist	My concern is the amount of content in the Algebra 1 course. Students are struggling as is and it seems more rigorous, higher level, more content.
11	Curriculum Specialist	My concern is the amount of content in the Algebra 1 course. Students are struggling as is and it seems more rigorous, higher level, more content.
35	TK-12 Teacher	There are too many topics in algebra 2 that could be put in pre-calculus.
23	Professional Organization Representative/Staff	These students have already been set in their ways, and this expectation will only set them up for more failure and poor attendance, attitude, and effort
39	County Office of Education Administrator	Yeah, we now know what pre-calculus is supposed to look like under common core for CA.

## Evaluation of Chapters



Chapter	Poor	Fair	Good	Excellent	Average
Universal Access	3	6	9	8	2.85
Instructional Strategies	4	7	7	11	2.86
Supporting High Quality Common Core Mathematics Instruction	4	6	10	8	2.79
Technology in the Teaching of Mathematics	4	10	8	4	2.46
Assessment	3	8	6	4	2.52
Criteria for Evaluating Instructional Materials	5	6	3	6	2.50

### Evaluation of the Universal Access Chapter

Chapter	Poor	Fair	Good	Excellent	Average
Universal Access	3	6	9	8	2.85

ID	Title / Position	Universal Access Chapter
29	County Office of Education Administrator	Explicit description of the role that language plays in math was very important. Intervention recommendations were helpful.
39	County Office of Education Administrator	p. 1, a definition needs to be given for the term “universal access.” This is a commonly misunderstood and incorrectly used term. It needs to be clear from the beginning how the term is being used in this section. p. 2, lines 78-81, I love this bullet! It strongly suggests that understanding the progressions is key for determining how to remediate. p. 6 the difference between “modifying” and “accomodating” needs to be made clear on this page before listing the principals and guidelines. Are these guidelines for modifying curriculum or accomodating the curriculum? The section on Rtl is very helpful! Reference to the new CA ELD standards should be made in the section on Planning Instruction for English Learners.

### Evaluation of the Instructional Strategies Chapter

Chapter	Poor	Fair	Good	Excellent	Average
Instructional Strategies	4	7	7	11	2.86

ID	Title / Position	Instructional Strategies Chapter
29	County Office of Education Administrator	Both the engagement strategies and the lesson design models were very helpful.

ID	Title / Position	Instructional Strategies Chapter
39	County Office of Education Administrator	<p>Explanation of Focus, Coherence, &amp; Rigor is repeated in the “Overview of the Standards Chapters” section...is this unnecessary or necessary redundancy? Each of the instructional models described (5E, Three-Phase, Singapore Math, Concept Attainment, Cooperative Learning, CGI, Problem Based Learning, and Scientific Inquiry) should have a specific statement that explains what type of model it is according to Mercer and Mercer’s table for explicit/implicit instruction and why. p. 2, line 34 “so that students more deeply experience that which remains” doesn’t make sense. p. 17, table for Explicit/Interactive/Implicit Instruction is extremely useful for categorizing and describing types of instructional models. p. 18, lines 374-375, “direct instruction” has many different definitions and understandings. If the label “direct instruction” is going to be used here, then it needs a more specific description, otherwise the “Three-Phase Model” can be described as an “explicit” instructional model because the teacher is demonstrating and modeling the work in the first phase which the students will eventually do independently by the third phase. General Comments regarding Three-Phase Model The main intention behind the Three Phase model seems to be implied here as “the students’ independent application of the new concept or described strategy by the teacher.” If this is the intended message, then this can also be described as a “gradual release of responsibility” through instruction by the teacher who guides and provides practice and feedback to students through an “I do, we do, you do” model. This kind of instructional model is very predominant in classrooms throughout CA, and is also reinforced in the last Framework, as well as through many of the old/current textbooks and various current “direct” instruction delivery models floating around (e.g., EDI, DII, EEI, etc.). Given all this, it seems this section needs a bit more of an explanation as to the main purpose for this type of “explicit” instructional delivery model, particularly for mathematics (e.g., to provide practice and feedback to students as they gain fluency in applying the standard algorithm for division after they have developed a conceptual understanding of what division is and means). This needed explanation will provide some limitations to consider in the use of this model, while still giving value to what teachers are already doing.</p>

## Evaluation of the Instructional Strategies Chapter

Chapter	Poor	Fair	Good	Excellent	Average
Supporting High Quality Common Core Mathematics Instruction	4	6	10	8	2.79

ID	Title / Position	Supporting High Quality Common Core Mathematics Instruction Chapter
39	County Office of Education Administrator	p. 6-7, Great table on the roles of students and teachers with the Practice Standards! p. 18, line 422-423, the quote; “ Only through the cooperation of the school, the home, and the community can students become fully prepared for a lifelong appreciation of mathematics.” should be modified so that we don’t suggest to educators that if they don’t have cooperation with the homes and the community that they are off the hook (i.e., this may encourage parent blaming). Can this sentence be edited to say; “Through the cooperation of the school, home, and the community, it can be ensured that students will become fully prepared for a lifelong appreciation of mathematics.”

## Evaluation of the Technology in the Teaching of Mathematics Chapter

Chapter	Poor	Fair	Good	Excellent	Average
Technology in the Teaching of Mathematics	4	10	8	4	2.46

ID	Title / Position	Technology in the Teaching of Mathematics Chapter
39	County Office of Education Administrator	I am glad that we finally have a definitive stand from CDE on how technology can be used to enhance and support the instruction of mathematics. However, I think this section belongs inside the Instructional Strategies section, under “Tools for Mathematical Instruction.”
29	County Office of Education Administrator	Overemphasis on using traditional math tools (ie graphing calculator) and underemphasis on information literacy via technology. It was good that the framework includes technology as one of the 5 guiding principles.
7	TK-12 Teacher	Resources and more specific examples/lessons would be beneficial.
14	TK-12 Teacher	Resources and more specific examples/lessons would be beneficial.
30	TK-12 Teacher	Teachers will need access and instruction on how to best use these technologies. Strategies and informational training will be at the highest priority.

ID	Title / Position	Technology in the Teaching of Mathematics Chapter
23	Professional Organization Representative/Staff	The California School funding system cannot keep up with the technology advances or expectations. This will only be acceptable if the funding is appropriate.
21	TK-12 Teacher	The technology piece will be difficult since not all classrooms are highly equipped with necessary technology.

### Evaluation of the Assessment Chapter

Chapter	Poor	Fair	Good	Excellent	Average
Assessment	3	8	6	4	2.52

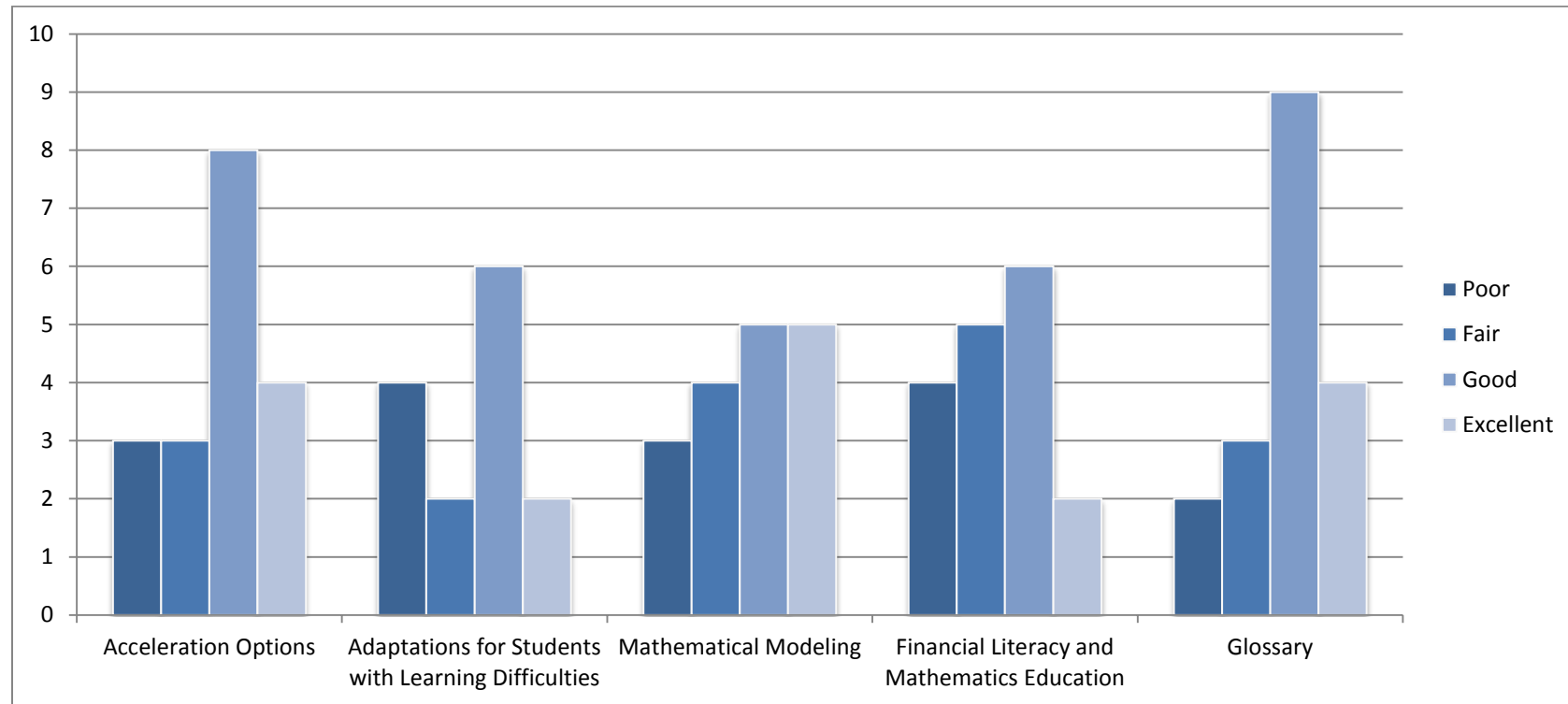
ID	Title / Position	Assessment Chapter
35	TK-12 Teacher	Concern is about smarter balanced assessment for high school level. Students in 11th grade can be at varying levels in math - how can they be assessed fairly? Another concern is that the assessments will be done on computers - what schools have enough computers to test a whole class of students all on the same day? Also, prepping the students on the computer will be a challenge as many schools do not have adequate technology to support this.
18	TK-12 Teacher	I am fully behind the entire Common Core, however I feel that once again in mathematics we fail to properly prepare an accurate assessment of this material. The plan is to test all juniors on the material through Algebra 2. This is as ridiculous as the current assessment of the summative test given to students in AB or BC calc having not been in the course for two or three years. The assessment should be given to students currently enrolled in Algebra 2 or Math III, regardless of their age.
39	County Office of Education Administrator	I appreciate the space given to formative assessment, including the table of Characteristics of Formative and Summative Assessment and the attention given to alternative methods of assessments.
7	TK-12 Teacher	More specifics would be helpful.
14	TK-12 Teacher	More specifics would be helpful.

### Evaluation of the Criteria for Evaluating Instructional Materials Chapter

Chapter	Poor	Fair	Good	Excellent	Average
Criteria for Evaluating Instructional Materials	5	6	3	6	2.50

ID	Title / Position	Criteria for Evaluating Instructional Materials Chapter
7	TK-12 Teacher	A checklist of more objective material to look for would be helpful.
14	TK-12 Teacher	A checklist of more objective material to look for would be helpful.

## Evaluation of the Appendices and Glossary



Topic	Poor	Fair	Good	Excellent	Average
Acceleration Options	3	3	8	4	2.72
Adaptations for Students with Learning Difficulties	4	2	6	2	2.43
Mathematical Modeling	3	4	5	5	2.71
Financial Literacy and Mathematics Education	4	5	6	2	2.35
Glossary	2	3	9	4	2.83

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ID	Title / Position	Appendices and Glossary
39	County Office of Education Administrator	Acceleration Options 1)The explanation of the idea of “compacting” is clear and simple. Yeah! 2)p. 9, line 197, “the most mathematically-inclined students” is again suggesting that only students with naturally born mathematical skills can be in this category. Can we say something like; “the most mathematically-prepared students”? 3)p. 9, lines 201-203, that last sentence doesn’t make complete sense and needs clarification. Modeling 1)I LOVE this section!! Finally we have some clear text to provide elementary and middle school teachers to help them better understand what modeling in mathematics is. 2)p. 20, in the 4th bullet on the page, the quote; “Students need to struggle for learning to take place but not become so discouraged they quit.” can be misleading due to the word “struggle.” Can we use a word like “grapple” instead of “struggle”? Students are already “struggling” everywhere in mathematics and clearly it is not a healthy struggle! 3)Excellent section on sample topic areas for an Applied Mathematical Modeling Course!
18	TK-12 Teacher	I am fully behind the entire Common Core, however I feel that once again in mathematics we fail to properly prepare an accurate assessment of this material. The plan is to test all juniors on the material through Algebra 2. This is as ridiculous as the current assessment of the summative test given to students in AB or BC calc having not been in the course for two or three years. The assessment should be given to students currently enrolled in Algebra 2 or Math III, regardless of their age.
29	County Office of Education Administrator	Modeling is a very important component: it needs a more accurate name that would make the concept more clear for teachers. Math application is so valuable for students.

## Additional Questions, Comments, or Concerns Regarding the Mathematics Framework

ID	Title / Position	Additional Questions, Comments, or Concerns
22	Parent/Guardian of TK-12 Student	<ul style="list-style-type: none"> <li>conceptual understanding Math is not conceptual! It's black and white and going through the "philosophy" of math with "conceptual" tactics is confusing.</li> </ul>
27	TK-12 Teacher	great document. a few errors detected: Plato quote, change CE to BC line 29 change made to make line 43 change keep to kept line 146 add "s" to student
18	TK-12 Teacher	I am fully behind the entire Common Core, however I feel that once again in mathematics we fail to properly prepare an accurate assessment of this material. The plan is to test all juniors on the material through Algebra 2. This is as ridiculous as the current assessment of the summative test given to students in AB or BC calc having not been in the course for two or three years. The assessment should be given to students currently enrolled in Algebra 2 or Math III, regardless of their age.
23	Professional Organization Representative/Staff	I am strongly opposed to this new math framework. The authors of this new plan have absolutely no idea what they are setting up the students, teachers, and schools up for. Be prepared for more failures than ever documented. Be prepared for more drop outs and more special ed identifications, and overall more costs that will be incurred, where funding is always dwindling. We are set up for failure. I am afraid for the next generation of students.
20	TK-12 Teacher	I do not agree with the idea of testing all juniors on the material through Algebra 2. This does not seem reasonable - just like the current CST assessment, where any student in a class above Algebra 2 takes the Summative Math Test. Students in Pre-Calculus, Trigonometry, Prob/Stats, and AP Calculus are tested on material they may not have seen for two or more years. I currently teach Trigonometry and my students do not do well on the Summative Test. Our Statistics teachers feel the same about giving their students a test that does not assess what they are currently learning. My students walk away from the test discouraged. If the assessment is designed to test the curriculum through Algebra 2 and / or Math III, then it should be given to students currently enrolled in Algebra 2 or Math III, regardless of their age. If schools are to be rated on how many students are at grade level math (Algebra 2 or Math III) in their junior year, then some other measure could be used.
33	TK-12 Teacher	I like the fact that it has examples that allow me to get an idea of what they mean and what was introduced and practiced in 6th grade.
19	Parent/Guardian of TK-12 Student	In spite of trying to talk around it, this IS a step backwards for California in mathematics. As a parent and citizen, I am upset about essentially moving all our students back one year in math standards! Our state did not need to add an extra year of "groundwork" for algebra. How many California students have succeeded in past years in Calculus their senior year? This is now warned off as a carefully-made exception? This is a joke.

Mathematics Framework Survey Results  
(Data downloaded on May 24, 2013)

Attachment I  
Item 2  
June 26, 2013  
Mathematics Subject Matter Committee

ID	Title / Position	Additional Questions, Comments, or Concerns
3	TK-12 Teacher	Please make math strands by grade level more age appropriate. Elementary children are not developmentally for such abstract concepts. Please read up on Piaget. He understood the conceptual development of children so much better than our legislators in Congress. Quit making us cram so much in. I need time to teach for mastery. It still looks like a crash course to me.
10	TK-12 Teacher	Please make math strands by grade level more age appropriate. Elementary children are not developmentally for such abstract concepts. Please read up on Piaget. He understood the conceptual development of children so much better than our legislators in Congress. Quit making us cram so much in. I need time to teach for mastery. It still looks like a crash course to me.
35	TK-12 Teacher	The main concerns I have as a teacher: 1. It seems that we will be teaching just as much or more than we do now - especially as we transition from one curriculum to another. And we do not and will not have text books to support us. We will have to take even more time than we already do in lesson planning to come up with modeling and application problems. 2. Many concepts are still overlapping quite a bit from subject to subject - how is this really different than what we do now? The main differences I see are a) more emphasis on problem solving (over all subjects - which is great) and b) more higher level concepts in all subjects. How are algebra 1 students going to understand exponential functions when a lot of them barely grasp the linear function? 3. Does the department of education work with universities to establish the curriculum for more advanced math? 4. There are many reasons that our students are not that mathematically proficient(or proficient in other areas as well) a) we are a nation of test takers - "no child left behind" took care of that - many students memorize to get by instead of truly understanding concepts b) many families have 2 parents working, or a single parent and so students do not get the support at home that they used to c) modern technology makes life very distracting, students would rather chat online or play video games than do homework (and their parents are probably not home to monitor) 5. We can come up with all sorts of formulas to make students more successful, but none of them will work unless students are a) not starving or tired when they come to school b) have an environment at home that supports education c) are in a school that is safe from violence and bullying d) etcetera... I just feel like we are putting a bandaid on our problems. I am very lucky to be teaching in a great school in a great location so I do not see even a fraction of the problems that other teachers deal with. Anyway, I just have to think there must be a better way... Are we re-inventing the wheel??

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21	TK-12 Teacher	The plan to test all juniors on the material through Algebra 2 is problematic. This is as ridiculous as the current CST assessment, where any student in a class above Algebra 2 takes the Summative Math Test. This means that students in Pre-Calculus, Trigonometry, Prob/Stats, and AP Calculus are tested on material they may not have seen for two years. The results of doing this can be seen in the current CST results for the State of California, not very encouraging. If the assessment is designed to test the curriculum through Algebra 2 (Math III), then it should be given to students currently enrolled in Algebra 2 (Math III), regardless of their age, not simply to all juniors.
16	TK-12 Teacher	This document should be streamlined. Just because you write more, does not mean students are learning more. Try making it accessible to everyone, afterall that's what you expect us to do! And do not excuse the fact that you have two tracks for 8th grade by saying some students are not ready for Algebra.... Why aren't you preparing them for Algebra? Make everyone take it in 8th grade, perhaps with a double-block, so that they come to high school ready to succeed.
29	County Office of Education Administrator	Will the final framework have active links for teachers to see the examples in action and sample lessons for use by teachers? "Compacted pathways" will need to provide teachers with what sections could be speeded up and what sections could be left out. We believe that teachers and district C/I people will be happy that the major clusters give direction for finding "essential standards."
25	TK-12 Teacher	You are setting up a system of either failure or false hope. Neither will be good for the students, our state, our country. Best wishes.

California Department of Education